

## **Idaho Standards for Foreign Language Teachers**

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

***Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.***

### **Knowledge**

1. The teacher knows the target language and understands the culture(s) in which the language is used.
2. The teacher understands key linguistic structures particular to the target language and the way(s) in which they compare to English communication patterns.
3. The teacher knows the history and literature of the target culture(s).
4. The teacher knows the current social, political, and economic realities of the countries related to the target language.
5. The teacher knows the commonly held stereotypes of the target culture(s).
6. The teacher understands the impact of the target language and culture(s) on American society.
7. The teacher knows the similarities and differences between the students’ culture(s) and the target culture(s).
8. The teacher understands the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.

### **Disposition**

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2. 1. The teacher enjoys the study of languages and appreciates the differences and similarities among various languages and cultures.
3. 2. The teacher appreciates the contributions of other cultures to the American culture.
4. 3. The teacher appreciates the function of grammar as a means to better communication rather than an end in itself.
5. The teacher appreciates the importance of performing at the Advanced Level of the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
6. The teacher appreciates that language acquisition is a life-long endeavor and recognizes the need to maintain and improve language proficiency.
7. The teacher appreciates the evolution of foreign language education in the United States and the rationale for various foreign language programs.

### **Performance**

1. The teacher incorporates listening, speaking, reading, writing, and culture into instruction.
2. The teacher articulates the value of foreign language learning to students, educators, and the community.
3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.
4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
5. The teacher systematically incorporates culture into instruction.
6. The teacher incorporates discussions of the target culture's contributions to the students' culture.
7. The teacher encourages students to understand that culture and language are intrinsically tied.
8. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.

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***Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***

### **Knowledge**

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
2. The teacher understands that the development of cultural knowledge is essential for second language acquisition.
3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.

### **Disposition**

1. The teacher recognizes that all students, having learned a first language, have the potential to learn another language with appropriate learning experiences.
2. The teacher appreciates the fact that knowing another language helps the students to better understand their own language and culture.
3. The teacher is committed to ensuring that students are provided with experiences from one level to the next that are sequential, long-range, and continuous.

### **Performance**

1. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

***Standard 3: Modifying Instruction for Individual Needs- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.***

### **Knowledge**

1. The teacher understands that gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their own culture and that of others.

### **Performance**

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences. .

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***Standard 4: Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.***

### **Knowledge**

1. The teacher understands that foreign language methodology continues to change.

### **Performance**

1. The teacher uses a variety of instructional strategies to enhance students' understanding of the target language and culture.

***Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation***

***Standard 6: Communication Skills The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom***

***Standard 7: Instructional Planning Skills The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.***

### **Knowledge**

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

### **Disposition**

1. The teacher is committed to incorporating the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

### **Performance**

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

***Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.***

### **Knowledge**

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1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher understands the need to assess progress in the five language acquisition skills (listening, speaking, reading, writing, and culture ).

### **Performance**

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways of assessing the five language skill areas.
3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

**Standard 9: Professional Commitment and Responsibility-** *The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching*

**Standard 10: Partnerships -** *The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.*

### **Knowledge**

1. The teacher knows about career and other opportunities available to students proficient in a foreign language.
2. The teacher is aware of opportunities for students and teachers to communicate with native speakers.

### **Disposition**

1. The teacher is committed to promoting the use of foreign language for lifelong personal enjoyment and intellectual development.

### **Performance**

1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.

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